

MIDWEST SUPERINTENDENTS AND OUTREACH CONFERENCE

Faribault, Minnesota

November 4-6, 2009

Sustaining Our Schools

Presenters

Joe Finnegan
34 St Francis St
St Augustine FL 32084
904-810-5200
904-810-5525 Fax
nationaloffice@CEASD.org

Joseph E Fischgrund
159 Erdenheim Road
Erdenheim PA 19038
215-620-2242
JFischgrund@comcast.net

Joseph Innes
628 Chestertown St
Gaithersburg MD 20878
202-540-9167
Joseph.Innes@Gallaudet.edu

Lawrence Siegel
400 Red Hill Ave
San Anselmo CA
415-256-8844
1-888-256-8604 Fax
ndep@worldnet.att.net

MIDWEST SUPERINTENDENTS AND OUTREACH CONFERENCE
Minnesota State Academy for the Deaf
Faribault, Minnesota
November 4-6, 2009

Outreach Participants

Judy Bakkene
South Dakota School for the Deaf
2001 E 8th St
Sioux Falls SD 57103
605-367-5200
Judy.Bakkene@sdsd.sdbor.edu

Luanne Barron
Kansas School for the Deaf
450 E Park St
Olathe KS 66061
913-791-0513
Lbarron@ksd.state.ks.us

Marcia Breese
Illinois School for the Deaf
125 Webster Ave
Jacksonville IL 62650
217-479-4394
Marcia.Breese@illinois.gov

Pam Brodie
Ohio School for the Deaf
500 Morse Rd
Columbus OH 43214
614-728-4038
brodie@osd.oh.gov

Rebecca Calaman
Michigan School for the Deaf
1667 Miller Rd
Flint MI 48503
810-257-1486 V / 810-250-7033 VP
calamanr@michigan.gov

Marcy D Dicker
WESP-PHH Outreach Director
19601 W Blue Mound Rd #200
Brookfield WI 53045
262-787-9540
Marcy.dicker@wesp-dhh.wi.gov

Cindy Lawrence
1200 E 42nd St
Indianapolis IN 46205
317-920-6311
Clawrence@isd.k12.in.us

Carol Lybeck
1401 College Dr N
Devils Lake ND 58301
701-665-4400
carol.lybeck@sendit.nodak.edu

Traci Prince
1100 E Oklahoma Ave
Sulphur OK 73086
580-622-4900
tprince@okdrs.gov

Nancy Skorheim
1015 S Broadway
Minot ND 58701
701-857-7770
nskorheim@nd.gov

MIDWEST SUPERINTENDENTS AND OUTREACH CONFERENCE
Faribault, Minnesota
November 4-6, 2009

Sustaining Our Schools

Tools and Strategies for Chief Executives of School for the Deaf

Presented by: The Gerald "Bummy" Burstein Leadership Institute and CEASD

AGENDA

WEDNESDAY, NOVEMBER 4

1:00 p.m. What's New at Your School?

Missouri – School is under the Board of Education; Hiring freeze with 7 vacancies; Use Visual Phonics; Management Team is 50% new; 60% of students are residential; Graduated 24 last year

Indiana – Statewide agency; Developing Outreach Program that would operate parallel with campus programs; Lost 33 positions and 1 million dollars

Utah- Dual School with programs in Ogden and Salt Lake City; Outreach and Itinerant programs

South Dakota – 5 Students Enrolled; Outreach serves 400 students; Have developed a full diagnostic lab on a trailer that will travel statewide; 9 Reservations in need of service

Illinois – Lost 43 positions and gained 30 students; Change in Governance – Currently with the Division of Human Services

Kansas – School is doing fine; Will be sharing resources with the School for the Blind in the area of Human Resources and Business Operations; Supt. Of Deaf is retiring June 30, 2010; Will have a dual superintendent with the School for the Blind as of July 1, 2010 – trial for one year; 20 miles between schools; Have cut school days from 190 to 180 to reduce costs; 135 Students;

Minnesota – Have a preschool with 22 students; Mental Health Unit in partnership with Volunteers of American – Will serve out of state students; currently not residential; building new boys dorm with strobe lighting both inside and outside; Planning a new Technology Center that will be an addition to the Smith Hall Building; Cooperative Wind Energy Project with Rice County

Iowa – 140 students on campus; 70 to 80 residential – "All things to all people" Highest per capita of educational audiologists and also many with cochlear implants; \$1.7 million cut from their budget; Using Visual Phonics; Will tuition out of state students for \$77,000 per year

Michigan – 140 students; Impact with the closure of GM plants; Service to birth to 3 beginning; Believe child at age 8 should be able to choose the best mode of communication

Wisconsin – Good Birth to age 6 Program; Federal funding has remained constant

Oklahoma – Are looked at as a school; Developing Post graduate and transition programs to include independent living

North Dakota

Need to get around the obstacle
 May require additional or reallocation of resources
 Need to look at the identified unmet needs
 Schools today are more dissimilar than similar
 Schools need to be proactive and make changes
 CEO does not need to be an educator (Steve Rothstein, Perkins School for the Blind, is not an educator.)
 Have to communicate what we are doing and why we are doing it
 Have to communicate what is happening and why
 Need a voice and seat at the table
 Help promote our schools and give an understanding of hearing loss
 Need to model for families
 Babies need to be given as much language as possible

What are Outreach Services? Any activity, program or service offered to individuals not enrolled in campus based K-12 programs; all ages; hearing and non-hearing; Outreach can be anything you want it to be. Just do not limit it – on or off campus – children and adults – Distance learning,

MN - Need to serve all students statewide

Utah – Itinerant teachers throughout the state are from the school; Perceived as a Resource Center for Deafness

Indiana – 2,400 kids in Indiana who are deaf – “We are connected to each student.”

Wisconsin – Need to be perceived as a “treasured resource”

Outreach program is like a shopping mall with a revolving door – children and adults – in and out
 – Door does not close.

Marketing – Public Relations is part of marketing – Displays in mall, Letters written by students
 Need to look at the big picture – social and emotional well being of each person – What makes a successful adult?

Need a marketing plan that is intentional and focused

12:00 – 1:00 Lunch

Session 3

1:15 – 4:30 The Tool Kit (Part 2): Principles of successful practices

- What's working for thriving schools and why?
 - Characteristics of thriving schools (Facilitator: Joe Fischgrund)
 - Governance and sustainability (Facilitators: Marybeth Lauderdale, Joe Finnegan, Joe Fischgrund)
 Handouts are copied.

2:30 – 3:00 Pager Break – Sponsored by Volunteers of America

- How were these practices developed?
 - “the vision thing” (Larry Siegel)
 - The role of strategic planning (Jay Innes, Joe Finnegan, Joe Fischgrund)
 - Accreditation as a tool for sustainability (Joe Finnegan)

CHARACTERISTICS OF THRIVING SCHOOLS FOR THE DEAF

Sustaining Our Schools

November 4-5, 2009, Faribault, MN

General/Administrative

- Clear mission and vision – communicated clearly and “owned” by faculty and staff.
- Stable and dynamic leadership
- Positive enrollment trends
- Up to date strategic plan drives decision making
- Up to date facility, attractive to families
- Tight management policies and procedures that prevent victimization of children
- Accredited by CEASD and/or another recognized accreditation authority

Instructional

- Strong instructional leadership
- Clear statement of approach(es) to language and communication development and options for students and their families
- Positive school climate; child centered school culture; teamwork
- Strong professional development program

LEA/SEA/governing body relationships

- Positive relationships with SEA and state special education director
- Ability to accommodate to and engage SEA in dialog about assessment
- Positive relationships with LEAs, especially large or local
- Appropriate oversight and involvement by governing body
- Participation in the Summit and state level committees and conferences

SUSTAINING OUR SCHOOLS

CEASD/Gerald "Bummy" Burstein Leadership Institute

Self evaluation – the 'stress test'

Instructions: circle the number of the statement that best represents you and your school. Be honest and even tough on yourself!

1. My school has a clear mission, communicated clearly and "owned" by faculty and staff:

0 = there is currently no written mission statement

1 = old and vague, no one really pays attention to it and many staff don't know it

2 = sort of, but it is only used in publications, rarely discussed

3 = yes, and we even refer to it once in a while

4 = absolutely – it's very prominent; we refer to it frequently

2. Stability of leadership:

0 = currently there is no CEO for the school for the deaf – it's run by an administrator with other responsibilities (e.g. SEA, school for the blind, etc.)

1 = has had an interim for more than 1 year in the past 5 years

2 = My school has had more than one CEO (not interim) in the past 5 years

3 = There has been one CEO for 5 successive years

4 = My school has had one CEO for more than 5 years

3. Enrollment:

0 = awful trend; significant decline in the past 3 years; survival is questionable

1 = weak – has declined for 3 or more successive years, and may be approaching an unacceptable level; very concerned about our future

2 = not bad but troublesome; only some slight declines over the past three years; were just about holding our own but do have some concerns about future trends

3 = pretty good; staff stay focused for the most part, get along with administration for the most part, try not to get bummed out by external conditions (LRE, cochlear implants, etc.)

4 = wonderful—strong dedicated faculty, high staff morale, team spirit, issues addressed openly and productively

7. Facilities

0 = ugh! don't ask. hey, it was built a hundred + years ago;

1 = too 'institutional', especially for parents; but no funding for up-grades

2 = we've tried to brighten it up, and it is satisfactory, but there is only so much you can do with a campus built in the 50's; at least it is not a turn-off

3 = some very nice recent renovations; lots of upgrades; nice technology upgrades

4 = a real strength; new campus or several new buildings; very attractive to parents; master facilities plan in place

8. Instructional leadership

0 = several or key positions (e.g. principal) are vacant

1 = positions filled, but honestly, weak instructional leadership

2 = fair – they do the job and keep the place running

3 = good – do a nice job balancing instruction and management responsibilities

4 = very strong – really inspire staff, up to date practices, well-respected

9. Clear statement of approach(es) to language and communication development and options for students and their families

0 = no written language and communication approach or philosophy;

1 = only by osmosis and past practice – not really based on research; vague.

2 = in process, under discussion, still troubled by speech vs. sign issue.

3 = yes – not sure it pleases everyone, but we're relatively comfortable with it.

4 = one of our strong points; clear choices for families and children.

2 = tentative, at best

3 = pretty good; they know my name and what we do

4 = strong – we feel valued by our state director and SEA

14. Participation in the Summit by a state team, which you are part of.

0 = never

1 = one year only

2 = two years

3 = three years

4 = four years or more

15. Relationships with LEAs, especially those with large populations

0 = non-existent

1 = poor or adversarial

2 = tentative, at best

3 = pretty good; they know my name and what we do

4 = strong – we feel valued by almost all LEAs who utilize our programs

16. Early Intervention, Parent Guidance or Parent-Infant Programs, ages 0 – 3.

0 = none

1 = very limited; very few families enrolled; access to referrals is often blocked

2 = trying, but not enough interest, referrals or funding; small numbers

3 = pretty good, but could do better; still working on more early referrals

4 = large and flourishing, frequent referrals; good relationships with referral agencies

17. Strong outreach and/or satellite programs, school age:

0 = none

4 = one of our strong points; full time staff member and CEO does tons of it!

21. Entrepreneurial spirit:

0 = none; not seen as our role

1 = weak; lots of limitations placed on us, can't be seen as recruiting, etc.

2 = somewhat – we try now and then to propose new programs or income sources, but not much luck

3 = pretty good – we're trying to set up new programs and have a few going

4 = strong – we're very aggressive, and are in a definite growth mode

22. Alumni and Deaf Community involvement and support:

0 = virtually no contact; many don't seem to like us

1 = infrequent, hard to make the right contacts or get the community mobilized on our behalf

2 = OK, but could be more; sporadic attendance at events

3 = pretty good; strong local group, fairly often attend school events

4 = very involved; represented on governing authority; Deaf Community leaders are visible and take an active role in supporting the school

23. Engagement of parents/families:

0 = virtually none; no formal parent group

1 = weak; small PTA or PTO, same handful of parents, doesn't really do much

2 = OK – but could do more; they sponsor some things, but not too much

3 = pretty good; good size group of active parents, sponsor school events, attend open houses and back to school nights, etc.

4 = very involved; has representation on governing body, frequent presence at school, strong advocates for the school and their children

Midwest Superintendents and Outreach Conference
November 4-6
Faribault, MN

Sustaining Our Schools

Presented by: The Gerald "Bummy" Burstein Leadership Institute and CEASD

STRESS TEST SCORE SHEET

Please tabulate your scores according to the following guide:

<u>Category</u>	<u>Possible Score</u>	<u>Your Score</u>
General: questions 1-7, 12	32	_____
Instructional: questions 8-11	16	_____
SEA/LEA relationships: questions 13-15	12	_____
Outreach: questions 16-19	16	_____
Marketing and PR: questions 20-21	8	_____
Stakeholder engagement: questions 22-24	12	_____
How are YOU doing? question 25	4	_____
Bonus points:	4	_____
Total score:	104	_____

Questions for reflection and discussion:

In what areas do I see our strengths?

In what areas do I see our vulnerabilities?

11/4/09